



Erich Segal "The Class":
Home Reading Guide for the 5th-year Students

Содержание

Л.А. Козлова, И.Ю. Кочешкова, Т.А. Климова

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“THE CLASS”
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Содержание

Об издании

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(ФГБОУ ВО «АлтГПУ»)

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ERICH SEGAL "THE CLASS"
Home Reading Guide for the 5th-year Students
Учебно-методическое пособие

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Цель пособия – формирование и развитие навыков восприятия, понимания и интерпретации англоязычного художественного текста, формирование коммуникативной и социокультурной компетенций студентов, находящихся на продвинутом этапе изучения английского языка. Пособие содержит разработку 13 уроков, которые предполагают подготовку презентаций, работу со словарём, обсуждение содержания и языка изучаемого произведения, поиск дополнительной культурологической и исторической информации. В завершении предлагаются дискуссионные темы для обобщающих выступлений по проблематике произведения и творческое задание. Учебно-методическое пособие предназначено для практических занятий по практике устной и письменной речи (модуль «Чтение»), интерпретации иноязычного текста. Оно может быть использовано для организации аудиторной и самостоятельной работы студентов старших курсов, обучающихся по направлению подготовки бакалавров 44.03.05 «Педагогическое образование (с двумя профилями подготовки)», профили «Английский язык и Немецкий язык», «Английский язык и Китайский язык»).

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие предназначено для студентов 5-го курса, обучающихся по направлению подготовки бакалавриата «Педагогическое образование (с двумя профилями подготовки)», профили «Английский язык и Немецкий язык», «Английский язык и Китайский язык». Материал пособия предназначен для использования в учебном процессе по курсам «Интерпретация иноязычного текста», «Практика устной и письменной речи (английский язык)» (модуль «Чтение»). Содержащиеся в пособии материалы позволяют организовать работу студентов как аудиторно, так и самостоятельно.

Материал пособия делится на 13 уроков.

На вводном уроке студенты выполняют предтекстовое задание прогностического характера, знакомятся с биографией и творчеством автора, выступают с подготовленными презентациями, посвящёнными историческим событиям и персоналиям, важным для понимания содержания романа.

Структура уроков 1–10 строится по единой схеме: словарная работа с использованием билингвальных и монолингвальных словарей, задания на понимание отдельных фрагментов текста, содержащих трудности культурологического и языкового характера, самостоятельный поиск культурологической и страноведческой информации, комментариев интертекстуальных включений, обсуждение содержания прочитанного, интерпретация прочитанного с элементами лингвостилистического анализа. Ряд заданий апеллируют к экстралингвистическим знаниям студентов в области новейшей истории, политики, лингвокультурологии.

Урок 11 предполагает подготовку устных выступлений по общей проблематике произведения, урок 12 – выполнение творческого задания.

Выбор произведения обусловлен несколькими факторами. Во-первых, роман Э. Сигала «Однокурсники» являет собою образец качественной современной англоязычной прозы, и его чтение и обсуждение позволит обучающимся значительно повысить уровень сформированности лингвистической и социокультурной компетенции. Во-вторых, жанр произведения – это «университетский роман», его персонажи – студенты, что позволит обучающимся опираться на собственный опыт в обсуждении различных аспектов жизни студенческой молодёжи, выбора жизненного пути, поиска ценностных ориентиров, конфликта поколений. Наконец, проблематика произведения включает широчайший круг неизменно актуальных тем: человек на фоне эпохи, бизнес и искусство, элитизм в обществе и в академической среде, верность и предательство, политика, сегрегация и межнациональные конфликты. Их обсуждение может способствовать развитию критического мышления, навыков аргументированного выражения точки зрения на иностранном языке.



PRE-READING ASSIGNMENT (P. 2–3)

We are going to read and discuss the novel by ERICH SEGAL "THE CLASS"* Before we start:

1. Study the biography and style of E. Segal using this website: <https://erichsegal.com/>.

Focus on the section BOOKS, listen to the audio and answer the question:

- **What kind of books would E. Segal never write and why?**
2. In this section read about THE CLASS, scan the quotes from the book and the reviews. One of them calls the novel "*a page-turner*".
 - **What does it mean?**
 - **Do you believe that a book about academic life can be a page-turner? Why or why not?**
 3. Speak about **the Harvard University**: its history, its present-day status, its most famous graduates.
 4. The novel involves actual historical figures and events that affect the fictional characters and plotlines. Thus, it is important to know the basic facts about them. **Choose one topic and give a 7-minute presentation about these historical figures, events and places:**
 - **Henry Kissinger**
 - **Zbigniew Brzezinski**
 - **The Hungarian Revolution of 1956**
 - **The State of Israel: gaining independence, the Arab-Israeli wars (1948– 1970s)**
 - **The Watergate scandal.**

* Segal E. The Class. URL: <https://libcat.ru/knigi/proza/sovremennaya-proza/213494-erich-segal-the-class.html> (дата обращения: 06.12.2021).



LESSON 1. PP. 4–28 (UP TO ANDREW ELIOT'S DIARY, OCTOBER 17, 1954)

I. Vocabulary List 1. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|-------------------------------------|-----------------------------------|
| 1. to bring smth home to smb (p. 4) | 9. plausible (p. 11) |
| 2. a luminary (p. 5) | 10. undaunted (p. 13) |
| 3. a prodigy (p. 6) | 11. to lavish smth on smb (p. 13) |
| 4. to persevere (p. 6) | 12. to flunk (out) (p. 15) |
| 5. tenacity (p. 6) | 13. hectic (p. 15) |
| 6. obsessive (p. 7) | 14. conducive (p. 24) |
| 7. sporadic (p. 10) | 15. obnoxious (p. 28) |
| 8. to opt to do smth (p. 10) | |

II. Interpret the meanings of the following phrases and suggest their Russian equivalents:

1. I don't even hold a candle to Jared Eliot (class of 1703), the man who introduced rhubarb to America (p. 5).
2. By the next curse he had gone into oxygen debt (p. 7).
3. But something occurred to shake the dentist's laissez-faire attitude. In 1954, the zealous Senator McCarthy was focusing his scrutiny upon "that Commie sanctuary Harvard."
4. He was no whirlwind in the classroom (p. 11).
5. He was a commuter (p. 13).
6. He was more plugger than slugger (p. 13).
7. He adjudged himself to be a square (p. 13).
8. For he had all but starved his way across America (p. 14).
9. Now are you going to chip in for a second-hand couch or not? (p. 17).
10. Being in reasonable shape for soccer, I passed it with no sweat (p. 23).
11. The course would be a snap (p. 24).

III. Culture-related questions:

1. What kind of achievement is meant by '*a podium in Stockholm*'? '*The White House lawn*'?
2. Who is '*the zealous Senator McCarthy*'?
3. What is the source and the meaning of the allusion '*an albatross around the soul*'?

IV. Questions and tasks for general discussion:



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1. A month before his Harvard twenty-fifth Reunion Andrew Eliot writes in his diary that he is scared to death. What makes him feel this? Are his feelings justified?
2. How does the author describe the class distinctions between the students of Harvard? Comment on the episodes in the book in which these class distinctions become very obvious. What was the most agonizing lesson that the freshmen were to receive during the first week at Harvard?
3. Speak about Danny Rossi's relations with his father. What was Danny's greatest desire about his father? Did he manage to please his father? Why did Danny call his music teacher his surrogate father? What new emotions did Danny feel after his first performance? How can this type of intoxication affect one's life? Why did his father object to Danny's going to Harvard? What did Danny feel after hearing his father's refusal to pay for his son's education?
4. Why can't the author say without reserve that Jason Gilbert could serve as the best example of the American dream? What is as the author puts it "*the tragic flaw he had inherited from generations of his ancestors*"? How did his father try to 'camouflage this flaw'? What did he do to protect his children from the handicap of their ethnic (religious) origin? Were his parents very religious? What church did they choose and why? Comment on the phrase: "*But at least they belonged*" (p. 10). What episode in the book shows that Jason became keenly aware of this 'tragic flaw'? Comment on the phrase 'balanced mix' that Mr. Trumbell used talking to Jason's father after Jason was refused admission to Yale.
5. The chapter about Ted Lambros opens with the sentence: "*Ted Lambros was a commuter*". What does this fact imply? What affected Ted's desire to become a student of Harvard? Do Ted and his father believe in the American Dream? Comment on the wording of Ted's dreams about his future. Who does Ted identify himself with? What are the first steps Ted takes at Harvard to finally 'climb the Olympus'? Comment on his impression from Professor Finley's first lecture.
6. Andrew Eliot comes from a very noble family, well known at Harvard. Does this fact make him feel confident? What do we learn about his childhood? Did the boy have a happy childhood? What was an index of his personality? Each of the four characters presented in the book suffers from a certain complex. What is Andrew Eliot's complex? Comment on the advice his father gives him at parting.
7. Compare the descriptions of the four main characters' arrivals at Harvard: the means of travelling, the amount of luggage they brought with them, their families' participation in the event, their accommodation in the Houses. Comment on the author's words: "*They were about to learn that the world did not spin uniquely around them*".
8. How did the freshmen make the choice of the courses and the various clubs of Harvard? Comment on the motifs they were guided by in their choices.
9. Speak about the Harvard Step where Jason and Danny first met. How are the characters of the two young men revealed in this episode?
10. Speak about Jason's relations with his roommate DD. Comment on their discussing their ethnic origins. Whose opinion seems to you more convincing?

Comment on DD's words: "*if you want to go on living like an ostrich, it's your privilege. But sooner or later you'll learn.*"

V. Comment on the epigraphs and their function in the text.



VI. Focusing on the style: comment on the following stylistic devices and their expressive effect:

1. His son inherited his pulpit and his pen, leaving a vivid account of America's first days as a republic (p. 4).
2. They glanced at one another like tigers taking measure of a menacing new rival. But in this kind of jungle you could never be sure where the real danger lurked (p. 5).
3. These freshmen had arrived already luminaries. They had been born directly into the limelight (p. 5).
4. Even hearing Danny practice annoyed Arthur Rossi. After all, a dentist's busy day was orchestrated to the grating noise of drills. And so he had a cork-lined studio built in the cellar for his sole surviving son. Danny understood this was no act of generosity that his father wished to be freed from the sight as well as the sound of him. Yet, Danny was determined to keep fighting for his father's love. And he sensed sport was the only way for him to rise from the cellar of paternal disapproval (p. 6).
5. And suggested to Gisela Rossi that her son audition for Gustave Landau – a former soloist in Vienna, now spending his autumnal years as music director of nearby San Angelo Junior College (p. 7).
6. He was the Golden Boy. A tall and blond Apollo with the kind of magnetism women loved and men admired (p. 9).
7. And then, the magic aura broken, he headed up Massachusetts Avenue to The Marathon, where he would have to don the same old hokey costume in order to serve lamb to the lions of Cambridge (p. 19).



LESSON 2. PP. 28–61 (UP TO ANDREW'S DIARY, NOVEMBER 12, 1956)

I. Review Vocabulary List 1 for a test.

II. Vocabulary List 2. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|--|---|
| 1. to ponder smth (p. 30) | 9. to inculcate (p. 44) |
| 2. oblivious to smth (p. 32) | 10. chagrin (pp. 42, 55) |
| 3. to yell oneself hoarse (p. 35) | 11. to indulge oneself (p. 46) |
| 4. full-fledged (p. 35) | 12. to be booked up (p. 50) |
| 5. to relent (p. 36) | 13. birds of a feather flock together (p. 52) |
| 6. to champion an idea (p. 38) | 14. to be effusive with gratitude (p. 55) |
| 7. to have qualms about smth (p. 39) | 15. presumptuous (p. 60) |
| 8. to give smth a second thought (p. 39) | |

III. Interpret the meanings of the following phrases and suggest their Russian equivalents:

1. He was blackballed by the Final Club that took his cousin Teddy (p. 34).
2. Jason Gilbert had us all in stitches yesterday at our pre-midyear blast (p. 35).
3. I am sure you were a whiz in high school (p. 36).
4. They were delighted to learn that they had been assigned a suite that enjoyed a river view (p. 40).
5. Eliot house has the cream of the undergraduate society (p. 41).
6. He still did not really belong. Yet (p. 42).
7. A girl like this could have her pick of anyone (p. 47).
8. If you try I'll sue the pants off you (p. 49).
9. "[...] I'm stuck in a Radcliffe dorm that only lets men visit once in a blue moon..."
10. "Well, when's the next blue moon?" (p. 54).
11. You don't have to wine 'em and dine 'em (p. 58).
12. Ted had not been lying – the girl was a real looker (p. 58).

IV. Culture-related questions:

1. Who is FDR?
2. What does 'Emersonian self-reliance' mean?



V. Questions and tasks for general discussion:

1. Speak about DD's attempt at suicide. Comment on Jason's actions in this accident. What are the duties of a proctor? Did the proctor do his duties properly? How did he try to justify himself? Comment on the dialogue: "*This is what Harvard's all about – it's sink or swim.*" [...] "*but you're supposed to be the lifeguard*". Comment on David's mother talk to Jason about her son. Which of them seems more mature and why? Why did Jason feel a surge of retrospective pity for his roommate?
2. Speak on the event called the Freshman Smoker. What kind of event was it? What was the aim of the event? Give your own opinion of it. Do you think such events should be held at our universities? Why was Ted Lambros so eager to attend it? Was he impressed by the event?
3. What makes Harvard different from other American Universities is its college system. How did it originate? What are the advantages of this system? Why did Andrew Eliot have qualms about choosing the Eliot House? What kind of house was it? How did the meeting with Professor Finley help him to finally make up his mind? Comment on the student-teacher relations at Harvard as they are described in the book. How did Danny Rossi finally settle at Eliot House? Did he ever regret his choice?
4. What made Jason make the following conclusion: never help a Harvard classmate – even up a step?
5. Why were the examinations a relief for most of the freshmen?
6. What did Andrew Eliot's father announce to his son after the first year at Harvard? Why did he want his son to find a job for his pocket money? What kind of 'good Yankee values' did Andrew Eliot's father try to inculcate in his son? Did Andrew like his father's idea? Which of the two turned out to be wiser and why? What good did the work in the library do to Andrew?
7. What made Danny Rossi say to Andrew one day: "*You know, Eliot, you're a really good guy*"?
8. Speak about the growing affection between Ted and Sara. How did he change his sitting position in the classroom after he noticed how beautiful Sara was? Comment on the episode that helped Ted to overcome his shyness and invite Sara for dinner. How did Ted finally reconcile 'the antithesis of sensuality and love'?
9. Comment on the frustration Jason felt after being refused admission to the Final Club. What did he mean writing to his father: "*...until I find out what I am, I'll never find out who I am*". Why did his father come to Harvard instead of writing? Why did Jason feel strangely empty after the meeting with his father?
10. What events allowed Danny Rossi to return to Cambridge in September with 'a revised view of the world – and himself'? What else added to his self-esteem?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. This gave the timid Casanova a clue of how to engage her in conversation (p. 30).
2. The Harvard freshmen are still sort of formless caterpillars. It really takes some time to find out who'll become the rarest butterfly of all. The only thing I'm certain of is that I'll remain a caterpillar all my life (p. 34).
3. He had gone through two terms like this, concentrating equally on the intricacies of the Greek verbs and the delicacies of Sara's face (p. 46).



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4. I mean, there's nothing so bad about being Jewish. Unless you really care about stupid things like Final Clubs (p. 52).
5. "Or being President of the United States" (p. 52).
6. Sex. I had given it a lot of thought all summer as I sweated my guts out at the construction job my father had so considerately arranged to enhance my acquaintance with physical labor. While my roommates, Newall and Wig, were off cruising the better beaches in Europe, the only thing I got to lay all summer was a lot of bricks (p. 53).



LESSON 3. PP. 61–90 (UP TO ANDREW ELIOT'S DIARY, AUGUST 8, 1957)

I. Review Vocabulary List 2 for a test.

II. Vocabulary List 3. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|---|---|
| 1. to mollify (p. 63) | 8. to be provident of smb (p. 72) |
| 2. to vent one's anger on smb / to let out one's anger (frustration) on smb (p. 64) | 9. to fit smb out (p. 75) |
| 3. mediocre (p. 64) | 10. to be on a tight budget (p. 75) |
| 4. a tornado of rumors (p. 66) | 11. fastidious (p. 80) |
| 5. impeccable (p. 68) | 12. prolific (p. 80) |
| 6. to eradicate (p. 70) | 13. derivative (p. 82) |
| 7. to go freelance (p. 72) | 14. to do smth at smb's expense (p. 82) |
| | 15. indispensable (p. 87) |

III. Interpret the meanings of the following phrases and suggest their Russian equivalents:

1. If you pay attention, I will have you speaking good American before we reach Vienna (p. 73).
2. Then boom, the Russian empire tumbles like a house of cards (p. 67).
3. George had a trump card (p. 74).
4. But you've just leapfrogged several centuries (p. 81).
5. For then the conversation became very much twentieth-century collegiate and he did not feel like an odd man out (p. 84).
6. As rare as hen's teeth (or snowflakes in July) (p. 88).
7. Her father [...] was generous in his support and helped her win the day (p. 89).
8. The prodigal son returned at last (p. 90).
9. Let bygones be bygones (p. 90).

IV. Culture-related questions:

1. Who are Sendor Petofi, Imre Nagy, Zbigniew Brzezinski and Henry Kissinger?
2. What is the melody of "Silent Night"? How did it affect George Keller?
3. What is the source of the allusion in the phrase "All Harvard undergraduates are equal, some are more equal than others"?
4. What is Passover? What happened on Passover 1943 in the Warsaw ghetto?



5. What is "*The Song of Songs*"? Why did Danny Rossi allude to it?
6. Decipher the abbreviation IC4A. In what context was it used in the book?

V. Questions and tasks for general discussion:

1. What event made Andrew Eliot make the following entry into his diary: "*There is a common misconception that preppies are perpetually cool. Calm. Unruffled*"?
2. Professor Finley said to Andrew Eliot that he regarded him "*not only an eponym but a true epigone*". What did he mean by these words? Why did he say this to Andrew? Why were his words so important for Andrew?
3. Speak about the relations between Guiri Kolozsdi and his father. What made the two men afraid to love each other?
4. Speak on the events of 1956 in Hungary which had a great impact on the life of Guiri Kolozsdi and led to his becoming George Keller. Give your evaluation of the events in Hungary from the point of view of today. Comment on the words: "*The exhausted students cheered upon hearing that President Eisenhower had said, The heart of America goes out to the people of Hungary.*"
5. Speak about George's crossing the Austrian-Hungarian border. Comment on the following words: "*Silence!*" barked the man with the radio. *We have caught you illegally attempting to cross the frontier.* But the soldier with the gun seemed to be trying to catch George's eye. Could he be hallucinating – or was the officer tilting his head slightly as if to say, *Run for it!* Comment on how and where he lost Aniko. Was there any chance of saving her? Comment on the following sentences: "*He had been too preoccupied with his own flight to think of her. ... George started to retrace his steps, wondering if he should call her name. He opened his mouth, but no voice emerged. He was afraid. Afraid to attract attention. And if he kept heading back, the police might get him. As they might already have gotten her. Was there any point to committing suicide? [...] He felt guilty to be alive*".
6. How did he feel after he finally succeeded in crossing the border alone? How did he come to acquire his new name? Why did the phrase 'I want to be in America for Christmas' work as a trump card at the American Red Cross Committee? How did he let his sister know that he had managed to cross the border? What was the official's reaction to George's statement that he wanted to be in Harvard? How did George Keller manage to become a student of the Harvard University?
7. Why did Zbigniew Brzezinski become interested in George? How did George feel in the Coop when Andrew Eliot was buying an outfit for him? Why did Andrew feel like a walking dictionary?
8. Speak about George's first month at Harvard and his ardent desire to succeed. What strikes you most of all in his behaviour? Pick out the episodes in which George's character is revealed most vividly. How did Andrew Eliot comment on George Keller and his perseverance in his diary?
9. Relate the events that happened on the night of Jason Gilbert's personal triumph when he was once again reminded that although all Harvard undergraduates are equal, some are more equal than others.
10. What made Andrew Eliot apply to Professor Morrison for advice? Comment on the following: "*Andrew had been gliding along for almost three years now, flitting like a bee from major to major (English, American studies, even Ec. for a few silly weeks). But now his senior tutor sent him an ultimatum: he had to choose a*



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subject and stick to it. Knowing that he had to graduate from Harvard with a degree in something, he was panicked into seeking professional advice". What kind of chance was he given? Why did Andrew leave the office breathless with elation?

11. Speak about the premiere of *The Arcadia* and the critical reviews. How did Maria help Danny at this most critical moment in his musical career? Why did she choose this moment to tell him about her love?

12. Speak about Jason's attending the Passover holiday and his thoughts about his own identity after the visit. Comment on the phrase: *"My own roots seem just to go back to a courthouse twenty years ago. When some accommodating judge gave my father a new, non-Jewish name. And to secure our future he mortgaged our past"*. What makes Jason feel worse than Wexler? Comment on the words: *"They're from the Top Ten of 5000 B.C. Your ancestors must have been on a very slow camel."*

13. Why did George choose to major in government? Why was it a fateful choice? Why did Zbigniew Brzezinski and Henry Kissinger become rivals in their desire to keep George in their sphere of influence? What were George's duties during the International Seminar? What helped him to succeed?

14. Follow Danny Rossi's climbing the musical Olympus and all the happy and bitter moments he had to go through. How did his success influence his father's attitude to his son?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. "I am sorely troubled by the fate of Wigglesworth. I have been searching my heart and wondering whether there were signs I should have noticed. But I always regarded him as a veritable Ajax." Andrew was slightly lost. The only Ajax he knew was a foaming cleanser. "You know, Eliot," the scholar continued, "Ajax, 'the wall of the Achaians' – second only to Achilles himself." "Yes," Andrew agreed, "Wig was a real 'wall' " (p. 62).

2. March Fifteenth Square was electric with anticipation (p. 64).

3. As if by magic, Budapest was transformed into a boundless field of red, white, and green (p. 65).

4. He bought all sorts of English grammar books and dictionaries. Anything that would advance his crusade to conquer the language (p. 76).

5. If he were a locomotive he'd explode, he's stoking his fire so hot (p. 78).

6. Imitation may be the sincerest form of flattery, but Stravinsky and Aaron Copland could justifiably ask Rossi to pay royalties (p. 82).



LESSON 4. PP. 90–120 (UP TO ANDREW ELIOT'S DIARY, DECEMBER 20, 1960)

I. Review Vocabulary List 3 for a test.

II. Vocabulary List 4. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|---|--|
| 1. ambivalent (p. 95) | 9. foolhardy (p. 102) |
| 2. to be after smth (p. 96) | 10. to waive smth for smb (p. 103) |
| 3. in minute detail (p. 96) | 11. to entice smb (p. 110) |
| 4. a thorny issue (p. 98) | 12. to be at sea (p. 111) 13. predicament (p. 113) |
| 5. incarnation (p. 98) | 13. self-deprecating (p. 116) |
| 6. to free smb from all illusions (p. 98) | 14. linger (p. 118) |
| 7. to trade places with smb (p. 98) | 15. to pine for smb (p. 118) |
| 8. impetuous (p. 101) | |

III. Interpret the meanings of the following sentences and phrases and suggest their Russian equivalents:

1. You'll quickly get the knack of it (p. 90).
2. What attracts you is sort of the power behind the throne (p. 96).
3. He had sired three sons. But his daughter was the apple of his eye (p. 98).
4. Happily, the impending maternity was discovered at a very early stage so that things could be done *comme il faut* (p. 100).
5. I kind of choked up at the wedding (p. 101).
6. I'm going to give the Boulangerie a miss (p. 102).
7. The Baccalaureate Service on Sunday in Memorial Church was a pretty desultory affair. At least, that's what I heard from one of the guys who actually went. It wasn't exactly a big draw (p. 104).
8. It was a totally different ball game (p. 119).

IV. Culture-related questions:

1. What is the Boston Tea Party?
2. Explain the meaning of the sentence: *You can talk, Eliot. You've probably still got all the labels from the Mayflower on your suitcase.*
3. Decipher the abbreviations: WASP, the B.S.O., AWOL. Give the contexts in which they are used in the book.
4. Who were Herbert von Karajan (p. 109), Leonard Bernstein (p. 110), John Wayne (p. 118)? Why are their names mentioned in the book?



5. What is Grammy?

V. Questions and tasks for general discussion:

1. On August 8, 1957 Andrew Eliot wrote in his diary: *All summer I had one foot in the future and the other in the past (don't ask me which I like better)*". What did he mean by these words and which did he like better?

2. Describe Danny's triumphant performance on stage of Symphony Hall, his feelings and the events of that night. Why did Maria decide to part with Danny? What was the price Danny chose to pay for his fame?

3. Why did George Keller feel 'more American and Harvardian than his classmates'? What were his ambitions? Comment on Kissinger's words: *"You seem to be under the mistaken illusion that the men in the White House actually run the country"*.

4. Comment on the episode in which Jason tells Andrew Eliot and Newall about his training in Marine Corps and the cruel way he had been treated by a black sergeant. Why was he willing to forgive the sergeant? What made Andrew act as the eternal mediator?

5. Speak about the traditional Harvard-Yale football game and the result of it. What luminaries attended it?

6. Follow the progress in Ted and Sara's relations. Why does the author say that they were semantically, as well as spiritually already married? How did Sara express her determination to marry Ted?

7. How did Ted prepare for the visit to Sara's parents? How did Andrew free Ted from all illusions about her parents' attitude to their marriage? What made Andrew say that he would be glad to trade places with him? Write out the phrases that best describe the attitude of Sara's family to Ted as Sara's prospective husband. What promise did Ted give to Sara's father? Will he keep his promise?

8. Speak about the wedding of Jason's sister Julia and Jason's opinion of their marriage. What was Andrew's comment on Jason's words about the event? Was Julia's marriage a happy one?

9. As Erich Segal puts it, Danny Rossi was the first *"to dive from the cosy, amniotic safety of Harvard into the icy, shark-infested waters of the Real World"*. What do you think of Danny's decision to put off his studies and start touring? What was the main motif of this decision? Professor Piston thought that Danny was making a very big mistake. Do you think he was right?

10. Speak about Danny's swimming in the Real World. Was he quite satisfied with his life of a musical star? What famous people did he meet during his tours? What did he win his Grammys for? How did he celebrate his victories?

11. Speak about the graduation ceremonies at Harvard as they are described in Andrew Eliot's diary. What is the profound conclusion Andrew arrives at thinking about the Class? The chapter devoted to the description of graduation ceremonies ends with two questions. What are the questions and what might be the answers to them?

12. Speak about Ted and Sara's wedding ceremony. Where was it held? Comment on Sara's mother's behavior during the ceremony. Andrew wrote in his diary that she was surprised by several things. What were those things?

13. What did Andrew do after graduation before he took up the family business? Why did he choose this kind of job in the army? Why did the officer take a dislike to Andrew? How did Andrew manage to save himself from constant



humiliation? What made him write: *"I had won that battle all right. But unfortunately I lost the war"*. Speak about his experience in being an editor and journalist and the disappointment he felt after a certain event.

14. Speak about Sara and Ted's first steps in married life and Sara's contribution to Ted's success in earning a PhD. How did Sara solve the predicament of too late dinners? Speak about Ted's first class at Harvard. What made one of the students say after Ted's lecture that they had lucked out? What was Sara's role in his success? Comment on Sara's decision to sacrifice her own academic career for the sake of her family. Do you think she made the right choice?

15. What kind of scholarship did Jason win? Speak about Jason's tour of Europe. What was the educational aspect of his European tour? Comment on his chance meeting with Danny Rossi and the little victory Jason won this time. Comment on the words: *"That cocky little runt, he thinks he's God's gift to women."* *"No, Jason, she smiled, you are that. He is only God's gift to music."*

16. Speak about Jason's meeting Fanny. What attracted him in the girl most of all? How did his meeting with Fanny and their talks influence his desire to know his true identity? Comment on her words: *"How can you be only vaguely Jewish? It would be like being only vaguely pregnant, wouldn't it?"* Why did their parting at the airport disconcert Jason?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. For in precisely nine months, they would be cast from the comfortable womb of Harvard into the cold, harsh world. [...] The cynicism that is so endemic in the first three years turns slowly and surprisingly into nostalgia. Which by June creates an embryonic feeling of regret. Of wasted time. Of chances lost. Of carefree feelings none of them will ever know again (p. 92).

2. George felt like an artillery officer. He had spent his junior year at Harvard getting his bearings. He had passed the summer taking aim – selecting an ideal senior thesis. [...] He was now ready to use his newly acquired ammunition to eliminate all barriers in his path to political triumph (p. 96).

3. "Actually, Ted," remarked Mrs. Harrison with a sweetness that would put a diabetic into shock, "all my family is Yale. Is yours all Harvard?" (p. 99).

4. "I'm not unaware of how my daughter feels about you. But I'm sure you've sensed that Mrs. Harrison is –"

"Dead against it," Ted said quietly.

"Well, that's putting it a bit strongly. Let's say Daisy's a bit reluctant to see Sara commit herself so soon" (p. 100).

5. Julie's cute, but she's not exactly Madam Curie. She was probably majoring in husband catching at Briarcliff anyway. And one may say she's graduating with highest honors (p. 100).

6. "Maybe they love each other," Andrew offered, his role in life being to discover silver linings in the cloudiest situations (p. 101).

7. "In fact the time we spent here was a kind of truce. A cease-fire in the war for fame and power. And in two more days the guns come out again" (p. 105).



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8. Naturally she had always dreamed of marrying off her only daughter in Christ Church, Greenwich, that extraordinarily imposing sanctuary built to the glory of God – with considerable help from some local worshippers of Mammon (p. 108).
9. “I hope you appreciate that your son is marrying into one of the oldest families in America”. Daphne translated this to her mother and then gave Mrs. Harrison the response: “Mother says you carry your age very well” (p. 108).
10. “Could you teach me tennis, Gilbert? I’d be most appreciative.” [...] “Okay,” Jason capitulated with a sigh. “Do you have a racket?” “Of course”, said George. “And I have balls”. “I knew that without asking”, Jason murmured as he shut the door. George Keller stood there beaming with satisfaction. The sarcasm had escaped even the magniloquent new master of the English language” (p. 110).
11. At this he blew his top and hurled at me a veritable thesaurus of synonyms for lack of intelligence (p. 112).



LESSON 5. PP. 120–149 (UP TO ANDREW ELIOT'S DIARY, OCTOBER 12, 1965)

I. Review Vocabulary List 4 for a test.

II. Vocabulary List 5. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|---|--------------------------------|
| 1. to surrender hope (p. 123) | 9. to exterminate (p. 137) |
| 2. to live up to smth (p. 125) | 10. solace (p. 137) |
| 3. to put one's finger on smth (p. 129) | 11. to downplay smth (p. 138) |
| 4. to take precautions (p. 132) | 12. tenure (p. 138) |
| 5. to take roots (p. 130) | 13. to spare smb/smth (p. 139) |
| 6. meticulously (p. 133) | 14. devastating (p. 139) |
| 7. to be stunned (p. 133) | 15. auspicious (p. 142) |
| 8. to relish (p. 136) | |

III. Interpret the meanings of the following phrases and suggest their Russian equivalents:

1. After all, a man shouldn't wait until he's over the hill (p. 121).
2. I thought she gave Marilyn Monroe a fair run for her money (except that she had more money) (p. 121).
3. Had he just embellished the wonder of their relationship in the desperate boredom of military routine? Would their meeting at Schiphol Airport be an anticlimax? (p. 129).
4. "What's it about, George?" she asked. "The U.S.-Soviet 'missile gap.' It is unquestionably the most important work on the subject to date" (p. 129).
5. Not unexpectedly, he was coerced by the wedding guests into playing the piano (p. 130).
6. It's an easy commute for me (p. 138).
7. This time, Danny was in New York when she went into labor and made it to the hospital before the child arrived (p. 144).
8. This army business is going a bit too far. I want you to get back where you belong (p. 147).

IV. Culture-related questions:

1. Who was Anne Frank?
2. Why did Jason say that Boston was 'still a puritan town'?
3. What is a kibbutz? Who are kibbutzniks?
4. Decipher the abbreviations IPO, O.S.O. Give the contexts in which they are used in the book.



V. Questions and tasks for general discussion.

1. Speak about Andrew's marriage. Whose initiative was it? Sum up your impressions of his wife. What was her favorite word? What shows that Andrew is a romantic? Comment on Faith's reaction to George Keller's gift-wrapped package: "*Oh – a book...*" Why did George bring the book? Do you think Andrew's marriage is going to work?
2. What made Danny feel a pervasive emptiness in his entire life? How did he decide to fill it? What kind of prenuptial promise did Maria extract from Danny? Speak about their wedding ceremony and the beginning of their married life. Comment on his growing drug addiction.
3. Did Danny keep his prenuptial promise? Did his becoming a father change his life in any way?
4. How long did Jason and Fanny's parting last? How did they spend that time? Speak about their reunion and his proposal to her. What made him think of their relationship as being too miraculous to lose?
5. Speak about Jason's trip to Israel to attend the funeral, his decision to stay in the country and the reasons of this decision. Comment on his impressions of the life in kibbutz. What struck him as unusual?
6. How did the time spent in the kibbutz transform Jason? Comment on the conversation that took place one night between Jason, Eva and Yossi: "*Don't you ever get homesick?*" Jason asked instantly regretting his choice of adjective. "*I do get nostalgic for Amsterdam...*" "..."*As a patriotic American I take exception to this*". "*You mean as an ostrich*", Yossi interrupted. Comment on Jason's thoughts after this conversation. What did Jason write to his parents? How did he explain his decision to stay in Israel? What did he thank his parents for? What was the best thing Harvard had taught him?
7. What shows that Andrew was a wonderful father? Comment on the sentence: "*I'll try to spare him all the pressures of the 'Eliot tradition'*". What kind of pressures does Andrew mean?
8. Speak about Ted's family life and academic career. What made him get up very early and run to the newsstand?
9. What did Andrew write in his diary after President Kennedy's assassination?
10. Speak about Jason and Eva's visiting Yad Va-Shem, the memorial in Jerusalem dedicated to the six million victims of the Holocaust and the talk they had after the visit. How did this talk affect Jason's decision to stay in Israel? How did his father react to his decision?
11. Give a short account of Jason's perseverance at becoming fluent in Hebrew. Comment on the phrase "*Maybe I'll become the George Keller of Israel*". What does Jason mean by this phrase? What were his motives for enlistment and what did Eva think about them?
12. Right before Jason's enlistment Eva told him that he was to encounter the best thing in Israel – its army and the worst – its bureaucracy. Give a short summary of the ensuing events which prove that she was right. How did Jason manage to be enlisted? What nickname did he get in the army?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. My concerts may be packed, but my life is incredibly empty (p. 124).



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2. By now the elder Gilbert had gotten over the initial shock of his daughter's failure to live up to parental expectations and had begun to concentrate on the traditional source of his pride (p. 125).
3. More letters. More phone calls. But a lot less patience (p. 126).
4. He unzipped a pocket in his toilet kit and stood half-a-dozen small bottles of pills on the shelf above the sink. They ranged in effect, as he'd often joked to himself, from *largo e pianissimo* (tranquilizers) to *allegro e presto* (stimulants for when he was tired from a long flight) (p. 130).
5. Jason did not know what to say. Or think. Or do (p. 132).
6. "...that mad housepainter decided they were infecting Aryan society and should be exterminated. Then suddenly the fact that Heine was a Jew and Einstein was a Jew and most of their orchestras playing Mendelssohn were Jews meant nothing. They had to destroy us. And they almost did" (p. 137).
7. The flame burning in eternal commemoration of those wretched martyrs seemed pitifully small. Yet indestructibly bright (p. 139).
8. As they drove out of Sodom – where the infamous profligacies described in Genesis were now replaced by massive fertilizer works, Jason quipped, "Don't look back, Eva. Remember Lot's wife" (p. 148).



LESSON 6. PP. 149–188 (UP TO ANDREW ELIOT'S DIARY, MAY 15, 1968)

I. Review Vocabulary List 5 for a test.

II. Vocabulary List 6. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|------------------------------------|-----------------------------------|
| 1. custody (p. 149) | 9. to muster the courage (p. 167) |
| 2. promiscuous (p. 149) | 10. misgivings (p. 168) |
| 3. to infer (p. 155) | 11. commitment (p. 172) |
| 4. to revel in success (p. 155) | 12. to be of no avail (p. 176) |
| 5. to pinpoint sth (p. 163) | 13. to dispel doubts (p. 177) |
| 6. versatile (p. 164) | 14. aspirations (p. 178) |
| 7. to pander (p. 164) | 15. audacious (p. 179) |
| 8. to express condolences (p. 166) | 16. to ghost for smb (p. 183) |

III. Interpret the meanings of the following sentences and suggest their Russian equivalents:

1. For a German he seems very un-Teutonic. Maybe they've California'd him up (p. 157).
2. This was the proudest day of my life. You snowed everybody (p. 161).
3. I would be the last person to knock Miss Sutherland's talent, but opera and Broadway don't seem to mix (p. 165).
4. He had been blackballed. Rejected from the club (p. 167).
5. What kind of Machiavellian mischief are you up to now (p. 168)?
6. "No city pollution out here" "No city either" (p. 169).
7. With the odds so heavily stacked against them and all the nations of the world preaching restraint but doing nothing to enforce it, they were totally on their own (p. 175).
8. At first the Israeli Army tried the retaliatory raids that had proven moderately effective before the war (p. 176).
9. I could fob you off with a quote from Clausewitz *On War*. But if you want the unvarnished truth, I just thought I'd give it a shot (p. 179).
10. His material is distinctly unhummmable (p. 182).

IV. Culture-related questions:

1. What do the following abbreviations stand for: SRO; PLO; LBJ? In what contexts were they used in the book?
2. Who are Woody Allen, Rudolf Nureyev, Allen Ginsberg, Martin Luther King, Bobby Kennedy?



3. What do you know about the novel *Ulysses* by J. Joyce?
4. What does the phrase "*There were no agnostics in the Israeli Army that morning*" mean?
5. Comment on the allusions used in the following phrases. What are the events from the novel in the description of which they are used?
 - a) Finally I understood what was behind my Hamlet-like hesitation.
 - b) They say that Broadway's plays always rise like Venus from a sea of compromises.
 - c) He was like Athena in Greek mythology, sprung full-grown from the forehead of Zeus.
 - d) There had been moments in Danny's life when he had dreamed of becoming Beethoven. Now he merely longed to be deaf.
 - e) "As the Mad Hatter put it, I 'm late for a very important date." It was the White Rabbit, thought Stuart Kelly. But he didn't dare contradict his senior partner.
 - f) "I felt like General Custer. Every time I fended off one of Edgar's attacks, he was behind me with another tomahawk."

V. Questions and tasks for general discussion:

1. Speak about Andrew Eliot's married life and the divorce. What was the reason of his divorce? Write out the sentences which best reveal his feelings about being a husband, a father and a divorcee. What is the most tragic thing for Andrew about the divorce? How did he try to explain it to his children? Comment on the phrase: "*Kids are smarter than we think*".
2. Speak about Ted and Sara's trip to Berkeley, about who and why initiated the trip, Ted's lecture at the Berkeley University and his failure to get tenure at Harvard. Why do you think the Department voted against Ted Lambros though he was a very good lecturer and a scholar? How did Ted take the news of his being blackballed?
3. Speak about Danny's meeting with Stewart Kingsley, their starting the new musical project, the difficult process of writing the script and the music, casting for the musical, the rehearsals and the compromises Danny had to make. What can you say about the role of the producer and the theatrical agent? Who had the upper hand and why? Comment on the phrase: *Well, they say that Broadway plays always rise like Venus from a sea of compromises*". *Yeah, said Danny, now unable to hide his frustration, but this is the last compromise. The very last.* "Do you believe that it is the last compromise?"
4. Give a summary of the events in Ted Lambros' life after Harvard, his moving to Canterbury and his first impression of Canterbury College.
5. Speak about the growing affection between Jason and Eva, their marriage and their honeymoon. What does the author say about their marriage? Give the gist of Jason's letter to his parents.
6. Speak about Jason's participation in the Six-Day War (June 1967) and the outcome of it. Comment on the following: "*Though Israel was fighting a war on three fronts, it did not have three armies*". How did the result of the war change the face of Israel? Comment on the words: "*It was a success in every way but one. It did not bring peace*". What was the reaction of the world to the results of the Six-Day War?



7. Speak about George Keller's political career. What kind of place was Room 5600? What were the functions of the Rockefeller Center? How did he feel after getting the citizenship? Comment on the words: "*The granting of his citizenship was to him a kind of late-arriving birth certificate. By this time he had not only secured his future, he had all but suppressed his past*". What facts presented in this part of the novel prove Kissinger's words that the country is not ruled by people who are in the White House? What made George Keller think that Henry Kissinger was a genius?

8. Expand on the author's thesis: "*It is an invariable rule in the theater that musicals are never written. They are rewritten*". Why did they have to rewrite the musical after getting the unfavourable reviews? Comment on the words: "*Broadway is strictly sink or swim, either one night or ten years! It's a goddamn war between the artists and The New York Times!*" What kind of compromise did Danny Rossie have to make and what was the prize he paid for it? Comment on the words: "*Yet, the soul has remarkable powers of regeneration*".

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. "I think we're already a little pregnant, Stuart," he commented (p. 152).
2. Then he sat down at the kitchen table with Sara and gradually removed the mental armor he had worn all day. "Do you feel wretchedly terrible, or just terribly wretched?" she asked gently (p. 167).
3. ...the Arab Summit Conference at Khartoum passed three resolutions: no negotiations with Israel, no recognition of Israel, no peace with Israel (p. 176).
4. "Oh," said George Keller in monosyllabic awe (p. 179).
5. "What happened?"
"He got knifed in the back by his friend" (p. 184).



LESSON 7. PP. 188–216 (UP TO "THEY BEGAN TO SEE EACH OTHER AGAIN")

I. Review Vocabulary List 6 for a test.

II. Vocabulary List 7. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|---|-----------------------------------|
| 1. to rock the boat (p. 194) | 9. astute (p. 201) |
| 2. to stick by smb (p. 195) | 10. omnipresent (p. 202) |
| 3. to be at stake (p. 196) | 11. to stagger (p. 203) |
| 4. to testify to smb's loyalty (p. 198) | 12. conspicuous (p. 204) |
| 5. insatiable (p. 199) | 13. notorious (p. 208) |
| 6. to foist (p. 199) | 14. illicit (p. 209) |
| 7. to buck for smth (p. 200) | 15. pretext (p. 214) |
| 8. to pique one's curiosity (p. 200) | 16. to castigate oneself (p. 216) |

III. Interpret the meanings of the following sentences and suggest their Russian equivalents:

1. If the shoe fits, you've got to wear it (p. 188).
2. You are the Tenth Muse (p. 195).
3. Can I say something off the record? (p. 198)
4. There were many burnouts even among the whiz kids in their middle twenties (p. 199).
5. I don't feel up to facing the *jeunesse dorée* of Washington (p. 200).
6. Little Ted seemed totally adjusted to the change of school and even started to excel at peewee hockey (p. 201).
7. No one was surprised that there were demonstrations in Washington, New York, and Berkeley. But what astonished a lot of hard-liners were the gatherings in such unlikely places as Pittsburgh, Minneapolis, and Denver (p. 203).
8. He wanted to be just as Oxonian, or more, as anyone in Oxford (p. 207).
9. [...] they were now on a first-name basis (p. 207).
10. "...the doctor on duty knew exactly what it was. She put him –" "She?" Ted intruded with atavistic disapproval (p. 211).
11. I won't allow him to become a psychological cripple (p. 214).

IV. Culture-related questions:

1. What is 'the Ivy Title'? What did Ted mean by the rhetorical question "*Why the hell should he drink hemlock for some football-star?*"



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2. Decipher the abbreviations: ABX, the NSC, the FBI, the EOB, OUP. Give the contexts in which they are used in the book.
3. What are the Department of State, the Secretary of State, the Oval Office, the Situation Room?
4. What is the Readers' Oath? Who was Oliver Cromwell and what privilege was he not allowed in Oxford?
5. Comment on the following allusions:
 - a) In certain circumstances it might have been a touching sight – a muscular Adonis in an orange crew-necked sweater emblazoned with a C, sleeping like a mighty lion in the sun.
 - b) No Kafka victim was ever grilled as relentlessly as George was questioned by the FBI.
 - c) "You and that Svengali of yours trifle with human lives –"

V. Questions and tasks for general discussion:

1. Give a short summary of Andrew Eliot's entry into his diary on May 15, 1968. Comment on the words: *"In short, I'm no happier than the garrulous shoe salesman. On the other hand, I think I hide it a little better"*.
2. Speak about the Lambros' life at Canterbury, his academic success and the problem that threatened it. Comment on the compromise Ted had to make for the sake of his career. What were the dean's motifs to coax Ted into giving that student a C? Comment on the words: *"So why the hell should he drink hemlock for some small-time football star? What lofty principle would be served by failing Jastrow?"* How did Sara try to support her husband in this situation?
3. Why was George questioned by FBI? What question did he find the most difficult to answer? Why did George grope for a suitable response? Why was this question asked? What didn't they like about his answer? Was George sure that he was telling them the truth? Why did he feel a sudden depression after the FBI questioning him?
4. Speak about Keller's new position in the NSC. Why did the NSC staff call him 'Kissinger's shadow' and who told him about it?
5. What was George's first impression of Cathey Fitzgerald and why did he decide to start a relationship with her? What attracted him in the girl? What do you like about this character?
6. Speak about the Lambros' moving into a new house and Sara's toying with the idea of graduate school at Harvard. Did Ted encourage her idea? On what condition was he allowed to have a leave of absence and go to Oxford?
7. Comment on Andrew Eliot's entry into his diary where he writes about the antiwar rallies in the USA. What was his contribution to the anti-war movement? Comment on the following words: *"I hope the jeans-and-guitar crowd hears about this and realizes that we gray-flannel guys have consciences too"*.
8. What were the reasons of Andrew's father's anger with his son? How did Andrew react to it? Why was this episode so important for Andrew? Comment on his relations with his children. What did he discover about parenthood? Do you agree with his opinion?



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9. The author says that *"the conflict in Vietnam was tearing America apart on every level. Hawks against doves, rich against poor, parents against their children"*. How did this conflict affect the relations between George Keller and Catherine Fitzgerald? What made her walk out of the White House and out of his life? Comment on the message she sent to George after the protest demonstration at Kent State University. Why did Cathy decide to renew her relations with George three years later? Comment on the following words: *"He stopped walking and put his arms around her. Cathy, he said affectionately, I love you. "No," she whispered. You don't yet. But you will."*

10. Speak about the Lambros moving to Oxford. What was their impression of the city and the University? Find and present additional information about Oxford so that we could look at it with their eyes. Which of the two liked Oxford better and why? What was the reaction of the audience to Ted's lecture?

11. What was the cause of the Lambros' divorce? Was it only his affair with a student or were the reasons much deeper? Which phrase allowed Sara to bruise Ted? What conditions did Sara dictate to Ted concerning their divorce? Did she give Ted any chance to object to her?

12. What did Andrew write in his diary about their divorce and a divorce? Comment on his words. How do his words characterize Andrew as a personality? Do you agree that *"it's the fathers who suffer most"*?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. "[...] as John Milton so eloquently put it, 'They also serve who only stand and wait.' " He then swiveled back and looked at Ted. "Milton was blind when he wrote that. But I'm not" (p. 194).

2. He sat like a statue, unresponsive (p. 197).

3. Henry Kissinger had the president's ear (p. 197).

4. He's what you might call a successful failure (p. 198).

5. George repeated for the millionth time (p. 198).

6. One of George's tasks was to recruit bright, new faces – which would shortly become pale, tired faces – for the National Security Council (p. 199).

7. [...] that airless cubicle sometimes referred to as "a sauna for world crises" (p. 199).

8. This person is a girl. She's not bad-looking (p. 200).

9. They would spare no effort. And no bombs (p. 204).

10. I am walking out of the White House and out of your life (p. 206).

11. Four hands shot up, all brandishing invisible knives (p. 207).



LESSON 8. PP. 216–250 (UP TO "TED WAS AWAKENED LATE ONE NIGHT BY A CALL...")

I. Review Vocabulary List 7 for a test.

II. Vocabulary List 8. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|---------------------------------|---|
| 1. to right the wrongs (p. 216) | 9. gallows humor (p. 232) |
| 2. to make ends meet (p. 226) | 10. to assuage one's guilt pangs (p. 235) |
| 3. to be in a quandary (p. 228) | 11. to tap the phone (p. 235) |
| 4. to bluff (p. 228) | 12. perfunctory (p. 235) |
| 5. a layman (p. 228) | 13. wishful thinking (p. 238) |
| 6. savvy (p. 229) | 14. to be adept at smth (p. 241) |
| 7. innocuous (p. 230) | 15. considerate (p. 242) |
| 8. tenuous (p. 231) | 16. poker-faced (pp. 242, 248) |

III. Interpret the meanings of the following sentences and suggest their Russian equivalents:

1. I've just finally reached the end of my very long rope (p. 218).
2. We're outnumbered and outmatched (p. 232).
3. You can go and come back and no one will be the wiser (p. 235).
4. I don't know whether to offer you a nightcap or breakfast (p. 240).
5. [...] unless we want to rule as a triumvirate, we'd better head for Gerry's swearing in (p. 240).
6. She [...] was especially adept at dealing with the Fourth Estate (p. 241).
7. Then, to establish his own global stature, Ford set off with Kissinger to meet Brezhnev at a summit meeting. Naturally, George Keller was in tow (p.241).
8. I really bit off more than I could chew (p. 246).
9. You're giving your system a lot of wear and tear. Do you think you could cut down on any of your activities (p. 248)?
10. I'm made in the shade. Cameron Wylie still thinks I'm a bastard, but he loves my Euripides book (p. 248)!

IV. Culture-related questions:

1. Decipher the abbreviations: GMT, DOD, DOC, MIT, SAM, HSCP. Give the contexts in which they are used in the book.
2. What do you know about Alamo, the Watergate Scandal, the Affirmative Action Act, Yom Kippur (the Day of Atonement)?



3. Who are Yasser Arafat, Leonid Brezhnev?
4. Comment on the following allusions:
 - a) We're like Jack Sprat.
 - b) Danny felt like Ponce de Leon when he caught sight of the Fountain of Youth.
 - c) It is arguable whether Ted had been an angry young man, but it was beyond doubt that he was a furious middle-aged one.

V. Questions and tasks for general discussion:

1. Comment on Danny Rossi's successful career and his less successful family life. What decision did his wife make and what was his reaction to it?
2. Speak about Jason's family, his being a loving husband and father and his plans for the future. Comment on the sentence: *"She even dared to feel happy"*.
3. Speak about Jason's participation in the act of revenge for the Munich Massacre. How did he feel after it? Comment on the following sentences: *"I want our boys to be able to play with tennis rackets, not rifles. I'd like my husband to do that, too. Has his dream come true? Has today's world come finally to its senses? Give facts from today's life to support your opinion.*
4. Speak about Jason's coming to the USA. What was his mission? What changes did Andrew Eliot notice in Jason? What did Jason mean when he said to Andrew Eliot *"I'm really lost"*? Why did he feel this way? Comment on his words: *"It's impossible to be a soldier and a complete human being."* Speak about his meeting with his parents. What did his father say to his son during this meeting?
5. What was Henry Kissinger's new position and how did his new position affect George's career? What hope did George cherish when he heard Kissinger's speech during the ceremony of his assuming the duties.
6. What is the meaning of the phrase 'gastronomic diplomacy'? Speak about George's meetings with Dmitri Yakushkin. Comment on George's behavior during the meetings. What was the aim of the meeting and the outcome of it?
7. What steps did George make after learning about his father's illness? Comment on his actions and how he felt about them. Was Kissinger aware of George's actions?
8. Give a summary of the Yom Kippur war and Jason's participation in it.
9. Speak about Kissinger briefing Nixon on the situation in the Middle East and Nixon's reaction to it. Comment on the following: *Mr. President, Kissinger cautioned, a massive rearming of Israel is not going to please certain members of Congress. Neither would the sight of Brezhnev drinking vodka in Tel Aviv. Now start the ball rolling and we can debate later. What was Kissinger's role in the negotiations between the SU and the USA over the Middle East issue? Comment on the words: "Historians will long argue over which side won the Yom Kipur War. But without question, the victor in the battle for world prestige was Henry Kissinger"*.
10. Comment on Henry Kissinger's advice to George to visit Budapest. How did George feel in Budapest? Speak about George's meeting with his father. Comment on his father's words *"there's only one philosophy that rules the*



world – success.” Express your own opinion of this philosophy. What did George learn from his sister? Why wouldn’t she talk to her brother?

11. What made George propose to Cathy right after his return to Washington? Could he adapt to his married life? Comment on the words: *“He could make love, but he couldn't make her feel loved... George had his career, but Cathy had a cause.”* What was the main cause of their disagreement? Do you expect their marriage to work? Comment on George and Cathy’s chance meeting with Andrew Eliot. What was Cathy’s impression of Andrew?

12. Speak about Richard Nixon’s resignation, the reasons that made him resign and the events that followed it. Who succeed Nixon after his resignation? What kind of reshuffle did the new president make in his team and how did George Keller benefit from it? Comment on George’s new appointment. Why did he toss the telegram from Michael Saunders into the fire?

13. Give a short summary of Ted’s life and academic career. Speak about his visiting Oxford and his meeting with his son. Comment on the synonyms and the simile: *“He sat through countless cricket matches. Got a lot of theater tickets. And made numerous attempts at conversation over dinner. But a gap as wide as the Atlantic separated them”*. What made Ted admit to himself that his son just bore his name but in fact was somebody else’s child? What changes happened in his ex-wife’s life?

14. Give a brief account of Danny’s life, his growing fatigue, his visit to Dr. Whitney and the effect of the new medication on him. How did Maria try to build a life for herself and find something to do behind the façade of their cardboard marriage? What kind of job is she offered at the TV studio?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. I just can't fathom why you care so much for an iceberg like me (p. 216).
2. He'd dedicated himself to a cause and sacrificed a lot of the glittering prizes that would have come his way if he had stayed in the American rat race. After all, he was the best rat in our whole damn pack (p. 222).
3. "I'm always glad to receive information from the Russian Embassy," he replied with nervous humor (p. 227).
4. “By then we’ll have a better picture of where Israel stands”. “You mean if it’s still standing” (p. 233).
5. His first entry into Budapest was like that of a swimmer into ice-cold water (p. 236).
6. [...] it must be fifty thousand English words ago that I felt so at home (p. 236).
7. "Where-where is she buried?" "In a shabby municipal flat" (p. 239).
8. [...] it was a rare opportunity to make a quantum leap ahead in his career (p. 240).



LESSON 9. (PP. 250–270) (UP TO ANDREW ELIOT'S DIARY, JANUARY 9, 1978)

I. Review Vocabulary List 8 for a test.

II. Vocabulary List 9. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|--|---------------------------------------|
| 1. a sneak preview (p. 251) | 9. atavistic (p. 266) |
| 2. to knock the wind from smb's sails (p. 252) | 10. to trespass on smth (p. 267) |
| 3. to stall for time (p. 256) | 11. subterfuge (p. 269) |
| 4. to go down in history (p. 261) | 12. to take smth out on smb (p. 265) |
| 5. to call smb's bluff (p. 263) | 13. a burned-out case (p. 265) |
| 6. to be conducive to smth (p. 264) | 14. to have one's hands full (p. 262) |
| 7. an outcast (p. 265) | 15. to ascribe smth to smth (p. 269) |
| 8. to play fair and square (p. 266) | |

III. Interpret the meanings of the following sentences and phrases and suggest their Russian equivalents:

1. Sleep on that, amigo (p. 251).
2. George sat with bated breath, wondering how Gerald Ford was reacting to Henry's latest histrionic offer to step down (p. 263).
3. "All you need is a little 'sabbatical' to give you a chance to get a second wind" (p. 265).
4. "I tell you, George, Carter'll be a sitting duck in 1980" (p. 266).
5. He was, one may say, a jet-setter before the invention of jets. In fact, it was scarcely yet the age of the railroad. And it took its toll (p. 268).

IV. Culture-related questions:

1. Decipher the abbreviations: ERA, SALT, KCET, WNET. Give the contexts in which they are used in the book.
2. What is The Pill?
3. Comment on the following allusions: The Guns of Navarone, a John Wayne film.
4. Who is Margaret Thatcher?

V. Questions and tasks for general discussion:

1. Due to what event did Ted Lambros get a chance to apply for professorship of Greek at Harvard? Comment on the words: "As Ted hung up, he could not help but think. This is not good news at all. It's fantastic news".



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2. Speak about Ted's visiting Harvard and his 'tryout lecture'. How did he feel on discovering Sara's presence in the lecture room? Why do you think the Harvard Committee preferred Sara to Ted? Comment on Cedric's words: "*she was the right person at the right time*".
3. What made Sara suddenly change her mind and decide not to take the position of the Eliot professor of Greek? Was she telling him the truth about the reasons of her decision? Comment on her words: "*I want to make my second shot at matrimony work. I mean, the libraries close at ten o'clock, but marriage goes on twenty-four hours a day. Especially a good one.*" Or was Sara playing some cruel-revenge joke on Ted? Was Ted sincere when he said to her that he would give up anything, including Harvard if they could be together again? Was he really capable of such a sacrifice?
4. Comment on the Gilberts' visiting Israel and meeting Jason's family. What were Jason's plans for the future and what event intervened with his plans? Comment on Eva's words: "*Your children need a father, not a hero.*" What is the lesson Jason had learned from her that affected his decision?
5. Speak about the operation of rescuing Israeli hostages and Jason's last deed. Comment on Jason's father breaking the news of his son's exploit to his friends.
6. Speak about Andrew Eliot's learning the news about Jason Gilbert's death and the way he took the terrible news. How did he try to explain Jason's deed to his children? Why was his son unresponsive to his father's grief?
7. Give a short account of ups and downs in George Keller's political career. Comment on the following sentences: "*Kissinger and George were sitting in the wings during the second debate between President Ford and his Democratic opponent, Jimmy Carter, on October 6, 1976. They winced when Ford fumbled with the ill-considered statement that Eastern Europe was hot under Soviet domination. At this point Henry leaned over and whispered sarcastically, Nice briefing job you did, Dr. Keller. George shook his head. The moment the debate ended he asked Kissinger, What do you think? The Secretary of State replied, I think that unless there's an immediate revolution in Poland, we're all out of a job*" (p. 264). What was their job in Europe?
8. What were George's thoughts when Democrats won the election and Zbigniew Brzezinski became State Secretary? How does this characterize George? Is he different from his father?
9. Speak about George's married life. Why was he against having children? Why did Cathy feel a double outcast? Why did he consider himself a burnt-out case? How did Cathy try to give him a chance to get a second wind? Did she succeed?
10. Speak about Maria's TV career and her relationship with Terry Moran. Why was Maria reluctant to launch a TV project with Danni? Why do you think Danny was so enthusiastic about the show?
11. Did the project turn out a success? Did Danny and Maria manage to maintain personal and professional boundaries? What happened to Danny when the project was in full swing? Was it fatal for the TV show?

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. "I am looking forward to reading it", Ted said politely, as he twisted inwardly from Carpenter's sadistic verbal stilettos (p. 252).
2. There are no shutouts in war, huh? (p. 261)



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3. They flew on in triumph. And in sorrow (p. 261).
4. She complimented George's views on geopolitics, and Cathy's hat (p. 265).
5. Cathy sensed his misgivings and wanted to believe that they were caused by his own abrasive relationship with his father (p. 263).
6. He could have flown home without a plane (p. 266).
7. With typical Rossi bravado, he'd left the hardest segment for the very end: an introduction to that keyboard acrobat, Franz Liszt (p. 268).
8. At 10:45 P.M., Daniel Rossi attacked Franz Liszt. And was beaten back (p. 269).



LESSON 10. PP. 270–291 (UP TO THE END)

I. Review Vocabulary List 9 for a test.

II. Vocabulary List 10. Study the meanings of the following words and phrases using monolingual dictionaries. Write out their derivatives. Analyze the contexts in which they are used by the author and be ready to use them in new contexts:

- | | |
|--|---|
| 1. to bear smb malice (p. 271) | 9. a blind alley (p. 278) |
| 2. to have no inkling of smth (p. 272) | 10. a cubicle (p. 280) |
| 3. versatility (p. 272) | 11. defamation (p. 281) |
| 4. abdication (p. 273) | 12. to get cold feet (p. 282) |
| 5. to be in awe at smth / to be awed by smth (p. 275) | 13. to rise to the occasion (p. 286) |
| 6. to jump at smth (the chance / opportunity / offer) (p. 275) | 14. unobtrusively (p. 289) |
| 7. to unburden oneself (p. 276) | 15. to succumb to smth (despair/temptation/pressure) (p. 291) |
| 8. to avert bloodshed (p. 277) | 16. subdued (tone/voice/mood/colour) (pp. 290, 291) |

III. Interpret the meanings of the following sentences and phrases and suggest their Russian equivalents:

1. He turned thumbs down on that because it was "bourgeois" (p. 270).
2. "Al, what's eating you?" [...] "how can I run foreign policy when I never get to see Reagan alone? There are always a half-dozen of his California cronies putting their two cents in" (p. 276).
3. That's a very Kissingeresque gesture (p. 276).
4. I saw that Bevington was buttonholing you (p. 276).
5. George intended to play the press like a piano (p. 277).
6. "Is it a snow job or a hatchet job?" (p. 277).
7. "Anyway, I've done some digging on my own and found that he was not averse to doing curious favors if it could help him win a point". "Could you be most specific?" (p. 278).
8. I seem to have a Pavlovian aversion to female preppies (p. 282).

IV. Culture-related questions:

1. What events are alluded to in the phrases: "All the ghosts of Watergate were unearthed. Not to mention Vietnam, Cambodia, the NSC wiretaps, Chile, the CIA, and the Nixon pardon".
2. What is the (Harvard) Crimson?
3. Why is being buried in Arlington National Cemetery 'a rare honor for a civilian'?

V. Questions and tasks for general discussion:

1. What did Andrew Eliot anticipate from the meeting with his son? Speak about his reaction to Andy's declaration that he was no longer an Eliot. What kind of benediction did his son offer to Andrew at parting? Why didn't Andrew



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try to stop his son? Should he have tried to do so? Which later moments made him think of his son with sadness mixed with hope?

2. Speak about Danny Rossi's personal tragedy that caused his abdication from the keyboard. Focus on the examples of verbal and non-verbal means (paralinguistic cues) used to convey the true intensity of his emotions (paralinguistic cues such as facial expressions, gestures, proximity, posture etc. are used to express real thoughts and emotions alongside the verbal message). Comment on his wife's behavior at this period of their life.

3. Give a short account of the period of George Keller's working with Alexander Haig. How did George behave when he understood that his boss's days in the White House were numbered and it was time 'to jump ship before it sank'? Speak about the steps George Keller made to become Secretary of State. What did it cost him? Speak about George's meeting with Thomas Leighton and the dilemma George faced. Comment on his behavior at this critical moment.

4. How did George react to the news that Reagan had finally preferred to go with George Shultz? Comment on the following dialogue that took place between him and Cathy: *"I lost", he said softly. "You didn't lose, George," she said with deep emotion. "You just haven't won yet"*. Why did Cathy finally decide to divorce him? What couldn't she forgive George? Was she right in her decision to divorce George?

5. Speak about Andrew Eliot's plans to remarry. Why does he find it very difficult to make his choice in spite of the rich and various possibilities? Comment on the way he describes the possible candidates for the position of his wife.

6. Speak about Andrew's work as a reunion organizer and a fundraiser. Why did he jump at this chance? Describe his meeting with George Keller and the things that surprised him.

7. What feelings did the class of '58 experience on the arrival, at the beginning of the Reunion and as the festivities progressed? What was the most touching moment for Andrew? Why?

8. How long did the Reunion last? Describe:

- a) The Thanksgiving and Memorial Service and the true meaning of this ceremony.
- b) "The Future of Harvard" symposium and the impression Ted Lambros produced on Andrew and other people.
- c) George Keller's lecture and the outcome of it.
- d) The Boston Pops' concert and Danny Rossi's tears. Comment on Danny Rossi's participation in the fundraising. Why did he prefer his donation to be anonymous?
- e) The Commencement Day and the fundraising record. What sum had been initially planned and what sum was eventually raised? How was Andrew Eliot rewarded for his work as a fundraiser? Why was it especially pleasant for him to hear the words of thanks? What made the class finally recognize Andrew Eliot as the Best Man in the class? Was this recognition well deserved?

9. Speak about George Keller's suicide. What were possible reasons for it? How would his death be presented to the nation? Comment on George's letter to Andrew. Why did Andrew feel guilty?

10. Was Cathy shocked by the news of her ex-husband's suicide? Did she cry? Can we anticipate Andrew and Cathy's future relations?



11. Reread the beginning of the novel from "*My Harvard Twenty-fifth Reunion is next month and I am scared to death...*" up to "*...The bravest of them all laid down his life for something he believed in. His heroism humbles me*". Was Andrew's fear justified? Identify the friends Andrew enumerated in this passage.

VI. Focusing on the style. Comment on the following stylistic devices and their expressive effect:

1. And he began with a kind of verbal anesthetic (p. 272).
2. [...] the notorious Beverly Hills 'Dr. Feelgood' (p. 272).
3. But at this moment he was shocked beyond feeling. And he would take advantage of this temporary numbness to perform the painful act the doctor's diagnosis now required. His abdication from the keyboard (p. 273).
4. A gentle voice interrupted his solitary anguish. It was like a small candle at the end of a long shadowy cave (p. 274).
5. I guess the Eisenhower marriages remained unchanged by the Democratic Camelot that JFK created. But probably – to keep on with the metaphor – the Nixon years made couples listen to the tapes of their relationships. To face the truth about themselves and leave (p. 275).
6. There are some guerrillas in the senatorial jungle who've been waiting years to take a shot at me (p. 276).
7. They were no longer like astronauts striding to the launch pad full of hope, ready to fly to the moon and beyond. They were most of them weary travelers whose horizons ended at the office parking lot (p. 283).



LESSON 11. TOPICS FOR THE FINAL DISCUSSION OF THE BOOK

1. The taste and the aftertaste of fame.
2. The sons-and-fathers problem as it is presented in the novel.
3. Our ancestry: is it a merit or a burden?
4. The issue of real and false values as it is presented in the novel.
5. Equal opportunities in a democratic society: are they a reality or a myth?
6. The world of big politics as it is presented in the novel.
7. The issue of one's identity as it is presented by Erich Segal.
8. The price one pays for reaching the Olympus.
9. Is the novel 'a period piece' or a 'book for all seasons'?



LESSON 12. VALEDICTORIAN SPEECHES

Valedictorian is an academic title of success used in the United States for the student who delivers the closing or farewell statement (called a **valediction** or a **valedictory**) at a graduation ceremony.

The chosen valedictorian is traditionally the student with the highest academic standing among their graduating class, and that standing is commonly determined by a numerical formula for Grade Point Average (GPA), but other methods of selection are also in use.

The term is an Anglicized derivation of the Latin *vale dicere* ("to say farewell"), historically rooted in the valedictorian's traditional role as the final speaker at the graduation ceremony before the students receive their diplomas. The valedictory address generally is considered a final farewell to classmates, before they disperse to pursue their individual paths after graduating.

Task:

1. Watch the videos of some valedictions on the Internet.
2. Imitating the style make a 5-minute valediction and deliver it to your class as you would on the day of your graduation ceremony (which is due in a few months).



ЗАКЛЮЧЕНИЕ

В подготовке будущих преподавателей иностранного языка важное место занимает интерпретация художественного текста, способствующая повышению уровня знания языка на основе анализа и осмысления текста как сложного структурно-семантического единства, выявления лингвокультурных и идиостилевых особенностей, декодирования скрытых смыслов.

Установка на глубокое понимание как содержательной стороны, так и лингвостилистических особенностей одного из значительных американских романов XX века в совокупности с разнообразными практическими, дискуссионными заданиями позволяет широко использовать межпредметные связи с курсами страноведения Великобритании и США, теории межкультурной коммуникации, стилистики, психологии и др.

Чтение и обсуждение романа «Однокурсники» на основе предложенных заданий позволяет студентам повышать уровень сформированности лингвистической и социокультурной компетенции, способствует развитию критического мышления, навыков аргументированного выражения точки зрения на английском языке с опорой на лингвистические и экстралингвистические знания.